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ABSTRACT

Spanish for Agricultural Purposes is a set of study materials designed to furnish experience in Spanish for North American agriculturalists preparing to work in Latin America. The materials were developed in the University of Illinois' Language Learning Laboratory (LLL). They consist of (1) a basic manual based on specimens of agricultural writing in Spanish; (2) audio recordings and audio manual using linguistic exercises and a functional-notional syllabus; (3) a computerized reading course on the PLATO system; and (4) video tapes and video manual, including tape transcripts. The videotapes contain 48 three-minute interactions taped in the LLL studios and on the university's farms. The episodes show a North American agriculturist doing business in Latin America with extension agents, secretaries, government officials, school teachers, landowners, and farm workers. They transmit both language and cultural information. A valuable feature of the recordings is that no written script was used. The episode themes were given to the two or three role players, who then enacted them using natural language. (Author/MSE)

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SPANISH FOR AGRICULTURAL PURPOSES: ANOTHER USE OF VIDEO

Bruce H. Mainous[1]

with

Robert L. Blomeyer, Jr. and Junetta B. Gillespie

Spanish for Agricultural Purposes is a set of study materials produced with a grant from the USDE and designed to furnish experience in Spanish for North American agriculturalists preparing to work in Latin America. These materials were developed in the Language Learning Laboratory of the University of Illinois. They consist of (1) Basic Manual, composed around specimens of agricultural writing in Spanish; (2) audio recordings and Audio Manual, based on linguistic exercises and functional-notional syllabus; (3) a computerized reading course on the PLATO system[2] ; (4) video tapes and Video Manual. The video tapes present 48 three-minute interaction scenes taped in the LLL studios and on the farms of the UI College of Agriculture. The episodes show a North American agriculturalist doing business in Latin America with extension agents, secretaries, government officials, school teachers, landowners and farm workers. They transmit both language and cultural information as only video can do. A valuable feature of these recordings is that no written script was used; the theme of the episode was given to the duo or trio of role players, who then interacted and talked it out in natural language. The sound track was then transcribed to form the core of the Video Manual.

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The bulk of the preparation of these materials took place with the aid of a grant from the U.S. Department of Education. As "principal investigator" or "PI" (in Federal-grant terminology), I will try to give a general description of the project, but must acknowledge beforehand my heavy debt to all those who collaborated in one or more essential ways. A list of the participants and their roles is appended to this article, in part properly to acknowledge their contributions, partly to show more fully the extent of their willing involvement in the project.

In reporting on the computer (PLATO) component, I felt that I could do no better than call on Robert L. Blomeyer, Jr., who designed the computer lessons and who supervised the programming and on-line editing, to describe this part in his own words. For the video portion I have drawn heavily on the admirable Introduction to the *Video Manual* written by Junetta B. Gillespie, Editor of the *Video Manual* and LLL Video Coordinator.

The concept of teaching language for special purposes is by this time well established and widely accepted. It was in this context that a proposal to produce instructional materials for agricultural Spanish was sent forth to the U.S. Department of Education (USDE) from the Language Learning Laboratory (LLL), a unit in the School of Humanities of the University of Illinois at Urbana-Champaign.

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2. The PLATO system is a development of the University of Illinois. PLATOtm is a service mark of Control Data Corporation.

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The LLL is a modern multimedia facility, with both listening and instructional audio laboratories and professional recording facilities; a computer division with 80 PLATO terminals (PLATO is the mainframe computer developed at the University of Illinois) and a well-equipped microcomputer instructional laboratory; a video division with two television studios and a film chain, with full production and auxiliary equipment, which in addition to studio production furnishes remote video services delivered to classrooms within the building; finally, the *sine qua non* of a successful language laboratory, a fully equipped technical shop manned by two professional electronic technicians.

The driving force behind the LLL is the double charge to provide laboratory support for all FL departments with a combined enrollment of nearly 10,000 per semester, and at the same time to pursue basic research in FL learning and to produce FL learning and teaching materials. This far-sighted assignment formulated by the parent LAS College is carried out by a dedicated staff, each member expert in his or her field, and collaborating faculty.

With this charge in mind, the committee originating the proposal for agricultural Spanish determined to take the best advantage of the LLL's potential. Thus, the offer was made to produce materials in the audio, video, and computerized modes, as well as print material. As it turned out, the video component makes an original and effective use of the television capability.

Happily, the USDE awarded the grant requested, even remarking in a telephone call that the need for agricultural Spanish is "crucial".

Obviously, the adjective "crucial" was used by the USDE with the needs of Latin America in mind. With a rapidly increasing rate of population growth (three-to-one that of the rate of the "Anglo" population of the United States; example: in 30 years, from 1950 to 1980, the population of Mexico tripled) and a declining rate of production of food and fibers, the need for movement on the agricultural front is indeed crucial. The situation is not helped by geography: much of the territory sprawls between the Tropic of Cancer and the Tropic of Capricorn, and while North Americans may perceive the tropics as an area of luxuriant plant life, factors such as the lack of long daylight hours may actually impede the growth of such nutritive mainstays as wheat and soybeans, so highly prized in temperate climes.

The one advantageous handhold on this massive amorphous problem is that of language.

The broad band of bilingual population in our southwestern states represents the northern edge of a continuous, contiguous, Spanish-speaking territory stretching to the southeast across Mexico, Central America, down the western side of South America and to within a few hundred miles of the South Pole, the most extensive area on the globe where one language is spoken and understood from one end to the other.

With the award of the grant, work on the project got under way in the LLL in October 1981, and was completed in August 1984. As outlined in the proposal, a working committee was composed of a linguistics specialist, an agricultural specialist, the director of the LLL, who served as principal investigator (PI) and chair of the committee, and research assistants. Supporting the working committee was the technical staff composed of the heads of the LLL Divisions of Audiovisuals, Video, Computerized Instruction, and Technical Services, respectively. Budgetary control and personnel management for all phases of the project were furnished by the Secretary/Business Manager of the LLL.

The task of the working committee, following the objectives outlined in the proposal, was to develop and produce study materials suitable for both classroom instruction and self-study, and which would prepare the North American agricultural specialist to function in working situations in Latin America.

With classroom instruction scheduling in mind, the committee aimed at producing material for a one-semester course, with the accompanying language laboratory material. Thus, the *Basic Manual* consists of 12 lesson units, each lending itself to a week's scheduling for a class meeting three or four hours a week. In addition, there are two test units and a grammar review section. Bearing in mind also the charge to provide for varying degrees of self-study, keyed answer sheets are furnished for all exercises.

The complete set of materials consists of (1) a *Basic Manual*, built around specimens of agricultural writing in Spanish, with exercises; (2) an audio component, consisting of audio cassettes with accompanying workbook; (3) a computerized course on the PLATO system; (4) a video component composed of original video-taped interaction scenes with accompanying manual.

The audio recordings reproduce in sound the readings and dialogues of the *Basic Manual* and also provide active laboratory exercises. The PLATO program utilizes a selection of 12 of the readings from the *Basic Manual*. The video component is independent of the other modes, and can be used without them or in combination with the other modes for a well-balanced professional language experience.

Addressing the need for materials suitable for individual use and self-study, and considering that some of the media for which we composed materials are more accessible than others to potential users, we so arranged the materials that the several components can be used all together or separately, and in various combinations. Thus, for advanced students, the Video series can be used alone; others might use the *Basic Manual* in combination with the Audio component, while students with access to the PLATO system have available several hours' instruction in reading without referring to the other elements of the course.

From the first, authenticity of materials used was a major concern. With the exception of certain introductory passages, the reading selections presented were written by Latin American agricultural professionals, with most of the readings selected from articles appearing in professional agricultural journals. It is around these reading selections that the units in the *Basic Manual* are constructed.

In the *Basic Manual*, the general topics for the 12 basic units or lessons were conceived as follows (we give the English title, followed by the Spanish title in parentheses):

I. Agriculture (La Agricultura)
II. Sugar (El Azúcar)
III. Cereals (Los Cereales)
IV. Geography (La Geografía)
V. Forestry (La Silvicultura)
VI. Animal Husbandry, I (La Ganadería, I)
VII. Animal Husbandry, II (La Ganadería, II)
VIII. Soybeans (La Soya)
IX. Agricultural Economics (Economía agrícola)
X. Poultry Raising (La Avicultura)
XI. Swine Farming (La Ganadería porcina)
XII. Some Food Crops (Algunos Cultivos alimenticios)

In addition to the readings and exercises, the *Basic Manual* has two test units, a Grammar Review section and an end vocabulary. The following outline shows in more detail the organization of the course materials:

Basic Manual

(Lesson Title)

A. Lecturas (Readings)

Lesson I has two *Lecturas* followed by exercises; all other lessons have three *Lecturas* except for Lesson IX, "Agricultural Economics", which has five. Each *Lectura* is glossed with the English meanings at the bottom of the pages. Common, higher-frequency words are not glossed, but technical and agricultural terms are glossed on their first appearance, except for obvious cognates, for ready reference to the meaning without thumbing in the back of the book. These *Lecturas* are also recorded on the audio cassettes.

B. Questionario (Questionnaire)

The questions are based on the *Lecturas*. Space is provided after each question for writing the answer. Then the answer may be checked in the corresponding section of the *Key to Exercises*.

C. Ejercicios léxicos (Lexical Exercises)

These exercises are intended for vocabulary expansion. The student is asked to find in the text other forms, derivatives, or synonyms, etc. of the words given.

D. Ejercicios (Exercises)

Three types of exercises based on the readings are provided under this heading: After *Lectura I*, Exercise I is a multiple choice exercise; Exercise II is a completion exercise. Both are given in an answer sheet format with spaces for the answers. *Lectura II* is followed by a multiple choice exercise only, while *Lectura III* is followed by both multiple choice and completion questions, and a third exercise which is a matching vocabulary quiz. All answers are fully keyed for self-correction and reinforcement.

E. Diálogo (Dialogue)

The *Diálogo* in each lesson represents a change of pace and a different register from that of the *Lecturas*. The language is colloquial and is the standard Spanish likely to be used among Hispano-American professionals. The dialogues follow the theme of conversations among agricultural specialists, including some North Americans, who have come together for a conference (congreso) in Colombia. The cassette recordings are made with pauses to give time for the learner to repeat the lines.

F. Modismos (Idioms)

Part A of the section *Modismos* lists high frequency idioms occurring in the *Lecturas* and the *Diálogo*. The use of each idiom is illustrated in three different sentences. Part B gives the student the opportunity to use the idioms, with an answer sheet where each idiom is presented with other phrases in random sequence. The student is given the task of assembling these elements to form a complete sentence.

G. The test units

Two tests are provided in the *Basic Manual*, one after Lesson 6, the other after Lesson 12. Each test gives an overview of the preceding six lessons, using the completion, multiple choice, and matching question-answer sheet

format with which the student has become familiar in the lessons. All questions are completely keyed for self-correction.

The Audio Program

The Audio Program consists of recordings (30 five-inch reels or 30 cassettes) and the *Audio Manual* (70 pp.). For the audio laboratory experience, the reading selections and the lesson dialogues are recorded in their entirety.

In addition, there is a full program of interactive audio exercises affording practice in colloquial expressions, in language manipulation and in self-expression.

The *Audio Manual* gives the print counterpart of the audio recordings, and is organized according to the 12 topical units of the *Basic Manual*. The interactive exercises for each unit include vocabulary for discussing the subjects treated in that unit, along with high frequency idiomatic expressions and verb forms. In this way, after reading the basic unit material, and hearing the recordings of the *Lecturas*, the learner has the opportunity for active practice of the terminology in the conversational mode.

As noted above, the texts of the *Lecturas* and the lines of the *Diálogos* have been recorded on audio cassettes by native speakers of Latin American Spanish. These sections of the *Basic Manual* have not been re-printed in the *Audio Manual*, which does, however, give instructions for the study of the *Diálogo*. The *Audio Manual* further furnishes the scripts for the repetition, substitution, and recombination drills in which audio recordings are particularly effective. Except for the simple repetition drills, a model utterance by the native speaker precedes the drill, and the correct answer follows immediately after the pause for the answer.

To furnish stability in the presentation of constructions and vocabulary for personal expression, as mentioned above, we made a selection of the categories of functional needs presented in Wilkins, *Notional Syllabuses* (1976). Of course, for 12 lessons, the selection is minimal, but all the more exacting. Thus, each chapter in the *Audio Manual* has the section: "Notional Exercises". For the 12 lessons, they are as follows:

I. Time and its divisions
II. Time and moment
III. Time relations
IV. Time relations
V. Time relations
VI. Degrees of certainty
VII. Commitment, necessity, conjecture, promise
VIII. Variables of attitude
IX. Approval and acceptance
X. Commands and requests
XI. Pleasure, enjoyment, admiration, approval
XII. Apologies. Thanking

While most of the above titles show clearly enough what is in the exercise, particularly if you have in mind the rich Spanish verb system and fund of constructions and vocabulary used to express such functions, the seeming insistence on "Time" and "Time relations" requires some explanation. The topic "Time and its divisions" covers the simple concepts of *anteayer* 'day before yesterday'; *ayer* 'yesterday'; *anoche* 'last night'; *hoy* 'today'; *mañana* 'tomorrow'; *pasado mañana* 'day after tomorrow', and the accompanying appropriate verb tenses. The topic "Time and moment" is an extension of the preceding one and includes the expressions *la semana pasada* 'last week'; *la*

semana próxima 'next week'; *el año próximo* 'next year'; *el mes pasado* 'last month'; *el mes próximo* 'next month', with the corresponding verb tenses. The heading "Time relations", repeated in three chapters, offers practice in those combinations of verb tenses with temporal adverbs used to express such concepts as immediate future, distant future, present progressive, intensive present, immediate past, distant past; as well as the idiomatic constructions for 'how long...?'; 'ago'; 'since'; 'for' plus adverb of time, in combination with present tense and imperfect tense expressions.

The final exercise of each lesson in the *Audio Manual* is a dictation consisting of a short excerpt from a *Lectura*. Thus, the complete program of exercises available with the tape-manual combination offers a broad yet intensive experience in both structure and self-expression, while increasing the familiarity with the terminology of agriculture.

The PLATO Program

Another type of language experience, concentrating on the development of the reading skill, is furnished by the computer (PLATO) component. For this, 12 of the reading selections were put into the computer and programmed with the locally developed "Interlinear Translator"[3], which provides instant glossing and translating, both literal and idiomatic, at the touch of a key, displaying the words in context, and eliminating the drudgery of thumbing through the vocabulary in the back of the book. There is also a provision for grammatical footnotes, for some of the more irregular forms. Providing challenge in the computer lessons is the series of pre- and post-tests for each reading selection.

The computer-based lessons have sufficient materials for between 12 and 60 hours of instruction, depending upon the *modus operandi* of the individual student. The computer lessons are designed to increase reading comprehension and boost the passive vocabulary of the student within the domain of Spanish for agricultural purposes. The selected readings are representative of the materials contained in each chapter and focus on a specific field of available literature on agricultural subjects.

The list of topics follows:

1. El papel de la agricultura y la ganadería en la economía general (The role of agriculture and livestock raising in the general economy)
2. El azúcar (Sugar)
3. El granito de maíz (The little grain of corn)
4. Trigo para el trópico - 2 partes (Wheat for the tropics - 2 parts)
5. Qué y como es el frijol (The whys and wherefores of the bean)
6. El ámbito geográfico (The geographical setting)
7. Desarrollo agropecuario (Agricultural and livestock development)
8. Estamos viviendo en la edad de madera (We are living in the age of wood)
9. Características regionales de la ganadería de bovinos en México - 2 partes (Regional characteristics of livestock raising in Mexico - 2 parts)
10. Utilización del follaje de pino en la alimentación de vaquillas en crecimiento (Utilization of pine foliage in the feeding of growing heifers)
11. Ganadería a 4.000 metros (Livestock raising at 4,000 meters)
12. Producción de carne con pasto pangola solo o asociado con leguminosas tropicales - 2 partes (Meat production with pangola pasture alone or in association with tropical legumes - 2 parts)

3. The permission of the developer, Professor M. Keith Myers, to make use of this program is gratefully acknowledged.

The text for each unit is preceded and followed by a test of reading comprehension. The pre-test is based on a paraphrased passage from the unit text. It was designed to present contextualized test items of an increasing magnitude of difficulty. The multiple-choice items proceed from tasks which require discrete point to more integrative-type skills. The first five items are aimed at the student's skills at gathering factual information from the text definitions, synonyms, grammatical points, etc.). The last five items are aimed at skills which involve synthesis and inferencing from the text (such as choosing the best title, giving the best sequential order for sentences summarizing the passage, choosing the best concluding statement, etc.). In the event that the student gets 80% of the items right on the pre-test, the suggestion is made to by-pass the current unit and select another reading topic. However, the decision to choose another topic or go on with the present unit is always left to the discretion of the individual student.

The core reading for each individual unit in the computer-based lesson is presented in the form of an "Interlinear Translator". This interactive computer program enables the student to read as much of the text as possible without assistance and request as little or as much help as is necessary through computerized glossing or translation of the text materials.

The text is first presented 20 lines at a time on the PLATO screen, and the student is given the option to request more detailed information on a particular line by moving an arrow to the line and pressing the DATA key. The program then expands the text so that only five lines are displayed with spaces between the lines where the specific information is requested by moving a line-marker into position under the necessary word. The student then presses DATA again and the information is displayed on the screen beneath the word or at the bottom.

The "Interlinear Translator" enables the translation of all words at the idiomatic level, the translation of marked (+) key words at the literal level (literal-marked verbs are always glossed in the infinitive), and marked verbs (*) which are referenced in footnotes containing their conjugation and specific information on irregular or stem-changing verbs. Help is available to the student at all levels within the program. By pressing the HELP key, the student is shown the functions of all active keys and basic instructions for how to use the "Interlinear Translator" program. After completing the reading passage, the student is given raw scores indicating the number of times that the translation facility was used and the number of times that footnotes were requested. Then the student is given the option either to return to the Table of Contents and choose another unit or to take a post-test which will give additional information on the acquired level of reading comprehension.

The post-test is a modified cloze exercise based on a text passage similar to the specific text unit in vocabulary and reading level. Choices of various verbs, nouns, and modifiers are indicated in a reserved area under the cloze passage. The student must choose the correct word from the available possibilities and write the chosen response into the indicated blanks in the cloze exercise. Note that the words are deleted according to the significance as vocabulary necessary for text comprehension rather than according to a fixed interval of deletion. The student can skip ahead to another blank and make changes in answers already entered until all the blanks are filled in. The student then presses SHIFT/NEXT to grade the post-test and go on with the lesson. Before going on, the program shows the student's score on the post-test.

After completing an entire unit, the student is given a cumulative display of all scores for the pre-test, translated words and footnotes accessed, and post-test. This information is presented to assist the user in making a decision about whether or not he/she needs to repeat any portion of the unit or return to the Table of Contents for the selection of another topic. Alternate paths are available throughout the units which enable the student to move easily between both units and sections within units. We believe that this freedom to guide the events in the learning experience is ideal for self-disciplined adult language learners having a high degree of motivation to achieve mastery over the materials. This open-ended and self-pacing instructional paradigm should allow the intended audience of

agricultural assistance experts to make the fullest use of the time that is available to them for improving their reading skills in the technical register of Spanish for Agriculture.

The Video Program

The video component is the most independent of the three modes of materials, as the video lessons do not depend on the basic readings. In the proposal to the USDE, we had stated our intention to make video tapes for cultural study by excerpting and anthologizing Spanish-American films, but this proved to be impractical because of the difficulty of both physical and legal access to such material for this purpose. To borrow a French expression: "On a trouvé mieux."

A decision was made not to tie the video-taped components directly to the 12 print/audio lessons, but rather to develop a corpus of free-standing, authentic language materials which would recreate, insofar as possible, situations which a U.S. agriculturist on mission to Latin America might actually encounter. It is hoped that these "episodios visuales" may serve for the student one or more of several purposes: (1) to provide models for both verbal and non-verbal behaviors; (2) to serve as an introduction to cultural differences, knowledge of which might enhance our agriculturist's effectiveness; and (3) along the way, to provide some factual information about Latin American agricultural practices and problems.

As finally constituted, the video component consists of 48 three-minute episodes taped in the LLL studios and on the farms of the University of Illinois College of Agriculture, with Spanish-speaking role-players.

The idea of brief interaction scenes or episodes to transmit both language and cultural information arose from the concept of the "Cultural Assimilator" developed by Professor Harry Triandis of the University of Illinois Department of Psychology (Fiedler et al. 1971). The procedures for role-playing and the production of authentic language were developed by Tony Silva, Teaching Associate in the University of Illinois Division of English as a Second Language (Silva 1983).

The "Silva method" referred to above consists of asking carefully selected individuals, usually professionals in the field of language teaching methodology, to improvise brief episodes in front of a single video camera, the episodes being based on a specified language function with details worked out among the developer and the on-camera personnel. After the scene has been successfully taped, a transcript of the sound track is made and used as the basis for the development of the printed lesson materials.

For the substance of the episodes, team members working as Production Assistants for Video, after consultation with Latin American nationals and experts in the University of Illinois College of Agriculture, composed the outline for the 48 short video episodes. The series was designed to show a North American agricultural specialist functioning in various contexts in Latin America. The outline was divided into three main headings: I. Interactions in Official Settings; II. Interactions in Laboratory or Technical Support Settings; III. Interactions in Agricultural Field Settings. These main headings were then subdivided so that the situations would show (A) Status Equal Collegial Relations; (B) Status Inferior Relations; (C) Status Superior Working Relations, under which categories the individual scenes were developed.

In each episode, one of the roles is that of the North American agricultural specialist having to do business in Spanish America. The other roles are constant in being played by native speakers of Latin American Spanish, but vary in the parts played: Latin American bureaucratic worker, extension agent, village school mistress, wealthy landowner, farmer. We were most fortunate in the availability of authentic characters. Most of the role players were actually from the backgrounds suggested by the roles, and their presence at the University of Illinois at this time was in the nature of an interlude in careers very close to those depicted in the tapes.

The actual content of each of our 48 episodes was worked out in a planning session by production and on-camera personnel. Our production assistants had both had experience in living and working in Latin America. The 11 members of our repertory company, who were selected on the basis of skills in spoken Spanish, ability to improvise convincingly, experience in Latin America, and knowledge of agriculture, included among them, in overlapping categories, five natives of Latin American countries; six doctoral candidates in second-language acquisition; and four professional agriculturalists. All three of those who portrayed the U.S. "agtech" had been on mission to Latin America, one as an agricultural economist, one as a specialist in agricultural extension, and one in the Peace Corps.

A noteworthy feature of this material is the fact that, following the Silva method, no written script was used; no memorization of parts took place. The subject or theme of the episode was given to the duo or trio of role players, and they interacted and talked it out in natural language.

Only after the spoken language was on the tape did it appear as a printed script. The sound track was transcribed, and forms the basis for the accompanying *Video Manual*. The *Video Manual* is thus an authentic documentation of spoken Spanish.

The strength of the improvisatory method we employed lies in the spontaneity of the performances, and in the opportunity cast members have to contribute their own experience and expertise to the content of the episodes. A possible hazard of the method is that the Spanish is, admittedly, not all "pure": deviations from a perfect standard range from a few out and out mistakes to a number of dialectical differences. We have attempted to compensate for this through the inclusion with each episode of a "Fe de Erratas", which provides the corrected version of the variant actually used in the dialogue. For each transcribed episode, the *Video Manual* further provides a Spanish- English "Vocabulario" of selected terms.

Those educators attuned to the impact of television in the classroom and laboratory will readily see the uses to which such materials can be put. Some suggestions might be (1) for listening comprehension; (2) as models for scenes to be developed and "acted out" by students; (3) as the basis for class discussion of issues, problems, or behaviors demonstrated in the tapes; and (4) as the basis for printed lesson materials or modules to be developed according to local needs.

For a better appreciation of the range of subject matter undertaken in the video component, we have provided in an "Appendix" the list of topics of the taped episodes.

To conclude, we expect the student, particularly the motivated agricultural professional we had in mind, to benefit from the combination of modes of linguistic and cultural experience afforded by these varied materials. The successful realization of this admittedly sizable project is due to the sentiment of genuine concern, shared by the entire team, for the importance of improving communications among the nations of the Americas at this level.

APPENDIX

In order to complete the information on the video component, the first part of the "Appendix" is a list of the titles of the 48 video-taped episodes. Part II of the "Appendix" gives the names of all participants in the project and the names of the LLL staff. Finally, a third part of the "Appendix" gives information on the distribution and access to the materials, since we have found that this sort of information is always requested when we have made presentations on the subject at conferences and seminars. As a concluding remark, we may say that there are already signs that the

professional community is welcoming the appearance of these materials, adding to the sense of gratification that we have felt as a team working together on a worthwhile enterprise.

Part I: The Video Episodes

The topics of the video-taped episodes follow:[4]

1. Meeting a Local Counterpart
2. Initial Working Session with Counterpart
3. Historical Context of Sugar Cane Cultivation
4. Initial Meeting with Government Liaison
5. Discussing Possible Problems with Dislocation of Work Force
6. Discussing Benefits and Strategies of the Proposed Project
7. Rescheduling an Appointment
8. Requesting a Soil Analysis
9. Checking on the Status of the Soil Analysis
10. Achieving Goals through Informal Chat with Secretary
11. Strategies for Facilitating Cooperation in a Rural Community
12. Introducing a Colleague to Local Extensionist
13. Requesting Clerical Assistance
14. Checking on Progress of Clerical Assistance
15. Checking with Official on the Status of a Report
16. Discussion of Incomplete Report with Government Official
17. Presenting a Report and Requesting the Assistance of the Director
18. Accepting Criticism of a Report from the Laboratory Director
19. Informing Government Official of Termination of Project Funding
20. Introducing a Native-speaking Assistant
21. Discussing the Final Details for Implementing the Project
22. Completing and Revising a Survey Questionnaire
23. Discussing Survey Results and Revising the Questionnaire
24. Dealing with Delays in Obtaining Equipment
25. Discussing the Role of the Project Engineer
26. Discussing Personnel Needs and Requesting an On-Site Visit
27. The Landowner and Foreman Discuss the Status and Benefits of the Project
28. Problems with Insect Infestation
29. Asking a Local Teacher to Serve as Interpreter
30. Asking a Local Teacher to Help with Night Classes
31. Discussing the Details of the Night Classes
32. Discussing Problems with the Night Classes
33. Explaining the Termination of the Education Project
34. Visit to a Soybean Demonstration Plot
35. Cooperatives and Subsistance Farming in Rural Latin America
36. Problems with Providing Extension Services
37. Mixed Corn and Soybean Production in a Well-Developed Agricultural Region
38. Introducing an Improved Corn Variety
39. Visiting an Experimental Grape Arbor
40. Extending Credit to Small Farmers

4. A list of these topics with a brief summary of the content of each episode is available on request. This appears as pages 3-14 in the *Video Manual*.

41. Farm Management by a Female Head of Household
42. A Model Dairy Cooperative, Part I
43. A Model Dairy Cooperative, Part II
44. Participating in a Crop Rotation Program
45. Problems of Non-Membership in a Local Cooperative
46. Discussing a Crop Insurance Program
47. Fruit Production for Crop Diversification
48. Sponsorship of Improved Horticultural Techniques

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Part III. Distribution

Copies of the *Basic Manual*, the *Audio Manual* and the Audio Cassettes may be ordered directly from the Language Learning Laboratory, G70 Foreign Languages Building, 707 South Mathews, Urbana, Illinois 61801. It is recommended that these components be used together. The *Video Manual* and the Video Cassettes are also to be ordered from the same address, but may be used independently of the other materials. The PLATO component may be used free of charge by anyone with access to the PLATO terminal on the University of Illinois Network. Arrangements for other PLATO networks can be made with Control Data Corporation of Minneapolis. The *Basic Manual*, the *Audio Manual* and the Audio Cassettes, and the *Video Manual* and the Video Cassettes will be sold on a cost recovery basis. Since this project was funded by the U.S. Department of Education, it is understood that Federal Government offices and personnel have free use of the materials. Free use of the Audio Cassettes and the Video Cassettes is available to anyone on the University of Illinois campus in Urbana. The Audio Cassettes and two copies of the *Audio Manual* are kept in the Audio Laboratory, Room G17 Foreign Languages Building. The Video Cassettes and a copy of the *Video Manual* are deposited in the Media Learning Center of the University of Illinois Undergraduate Library and in the Language Learning Laboratory Video Laboratory, Room G89, Foreign Languages, and are available upon request.

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